
EDUCATIONAL ISSUES IN TECHNOLOGY LESSON PROCESS

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Abstract:

In the article, the planning of educational work in general secondary schools and the pedagogical requirements for it, paying attention to the socio-ethical importance of work, matching the age, life experience and capabilities of the student, their work activities in the creative movement such issues as being, providing timely information about various professions, and organizing regular meetings and conversations with working people are covered.

Keywords:

Labor education, duties of labor education, work activity, moral preparation for work, economic education, economic thrift, ecological education, aesthetic education, artistic ability, aesthetic activity.

The role of labor education in raising an all-around mature and well-rounded generation is incomparable. A person's daily lifestyle is related to work and activity. Therefore, labor is the basis of social development of all material and spiritual wealth. Labor education is an integral part of all-round development of a person. It is also a means of all-round formation of the child, a factor of his growth as a person. In the process of regular work, a child can develop his mind, will, emotions, and character.

The Russian pedagogue K.D. Lishinsky wrote that labor training plays a very important role in the formation of the young generation in the science of pedagogy: "Education itself, if it wants a person to be happy, should not educate him for happiness, but should prepare him for life's work. ".

Labor activity is a solid tool for the child to understand the surrounding environment, real objects, gives him the opportunity to apply theoretical knowledge, enriches his mind with emotional imagination.

To pay attention to the social and moral importance of work, to match the age, life experience and capabilities of the student, to be creative in their work activities, to provide timely information about various professions, with work skills such as organizing constant conversations and meetings. In general, labor education is a component of social education. The main idea of labor education is the organization of labor activity in a person, formation of skills and qualifications, appreciation of social work, education of diligence.

Mental preparation for work is necessary. In this:

- understanding the importance of work in human activity;
- understanding the goals and tasks of work;
- deciding on incentives to organize labor activities;
- deciding to have a conscious attitude to work;
- formation of labor organization skills and qualifications;
- understanding the role and place of work in the stages of personal development;
- awareness of values that glorify the work of our ancestors and so on.

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Labor education and upbringing in educational institutions is carried out on the basis of a special program. The technology education program is exemplary. It reflects the minimum (lowest) requirements of the state in relation to the result of education and upbringing in terms of evaluating the work of the school, teacher and students.

A new approach to labor education will ensure that students can apply the acquired knowledge in practice. Today, the structural structure of labor education is also changing, it includes the understanding (imagining) of techniques and technologies, the ability to solve practical tasks, and situations.

Educational activities outside the classroom and school play an important role in the effective organization of labor education. These events are useful for both the individual and the society, and have the character of guiding the individual.

The purpose of labor education and upbringing is to form a conscious attitude towards labor in educational work.

The tasks of organizing labor education and training are as follows:

1. Explaining to students the role of work in personal development and development of society by explaining the essence of work;
2. Teaching to appreciate and preserve the material and spiritual benefits of human labor and the product of labor;
3. To arouse the motivation to work, as well as love. In this, it is specially noted that our dear saints and other great people lived their lives with work and profession;
4. Creating students' approach to work as a social duty;
5. Getting used to a conscious, conscientious approach to the organization of work;
6. Organizing labor activities on a team basis;
7. Treating work as a vital necessity and the basis of human activity;
8. Creating the formation of labor skills and qualifications regarding the organization of work on a scientific basis;
9. Cultivating the character of hard work in students; to form a sense of pride in the results of one's work;
10. Achieving mastery of certain professional secrets, etc.

The labor activity of the young generation is developed and content is found in the following directions: work is formed as an independent activity separated from play; mastery of the essence of the work process is achieved; different forms of labor activity are created.

Pupils should learn about the place and role of work in social society in the educational process and extracurricular conditions, the fact that it is a factor of ensuring human maturity, and the ability and talent of a person improves in the process of work with the help of real life examples. Today, traditional and non-traditional forms are used in the organization of labor education and training. In particular, labor holidays, production exhibitions, hashar, "Skilled hands" competition, "Kuvnoq city workshop", brigades of educational and production combines, auxiliary economy, "Young radio technicians station" and activities of creative centers , as well as individual vocational education operating on the basis of the mentor-apprentice tradition, etc.

It is one of the important requirements to form the elements of work culture in students during the work process. Labor culture - a conscious attitude to the work being performed, its scientific organization (careful planning, efficient use of time), keeping the workplace tidy, treating labor (work) tools with care, starting the work result is an indicator of activity aimed at achieving its effectiveness. The concept of work culture also reflects the student's ability to independently act, work and rest properly.

Another requirement of raising a conscious attitude to work is to inform students about the news in science, culture, technology and technology, to create interest in them, and to increase their abilities, skills and talents in this regard.

There are various types of student work, which are as follows:

1. Domestic work;
2. Educational work;
3. Educational and production work;
4. Technical work;
5. Socially productive work;
6. Social work and others.

The first type of work performed by children is domestic work, which begins with self-service.

The first elements of labor education are used in the family. When a child reaches a certain age, he helps adults, realizes his capabilities and regularly prepares for educational work.

The following types of work related to self-service are continued at the school: keeping classrooms and the yard of the school building tidy, observing the rules of order, looking after the flowers in the room, caring for them, growing flowers in the flower beds, in the school canteen, students are involved in tasks such as self-service in the gym and swimming pools. In household work or self-service work, qualities such as hard work, determination, initiative, and striving for progress are cultivated.

Educational work is the main type of work of students. It requires great moral, willful and physical effort and strength from the child. Educational work not only helps to acquire knowledge and skills, but also helps to cultivate passion and disorder in the child, develop interest in learning, interest in learning, desire to learn and be happy with success in learning. The feeling of pride is brought up right from the school desk.

The mental and physical work of the student is organized in different ways in different classes. In particular, in physical training and technical work classes, physical exercises form the basis of these classes, while in mathematics, physics, astronomy, geography and drawing classes, mental activity - logical thinking takes the main place.

Taking into account the age and psychological characteristics of students, such subjects are included in the school curriculum, whose main task is to provide students with labor education and upbringing. Students learn the secrets of manual labor in technology education classes during primary education, get acquainted with various materials, and get initial work experience.

In the period of general secondary education, they begin to organize rather complex labor activities in educational workshops, school-related training areas, and workshops of parent

enterprises. Working in such conditions gives an opportunity to apply acquired theoretical knowledge in practice.

In order to strengthen technology education, it is now appropriate to introduce the "learning-production" system into the activities of general secondary schools.

Student at vocational colleges and academic lyceums; students get acquainted practically with professions and specialties during production practice. Experienced specialists and production masters play a major role in providing them with labor education and training. Socially useful work prepares the young generation to actively participate in the process of organizing society's life. There are various types of social work organized in educational institutions. Socially useful work of teachers is mainly organized outside the classroom and school.

At the next stages of education, students will have a much deeper social-ideological foundation (motivation) of socially useful work. That is, the motivation for socially beneficial work is closely related to the feeling of social duty to society. Self-sacrificing work for the development of society, the country, and the welfare of the people is the socio-ideological basis of the work of teenagers and young adults.

Pedagogical requirements are imposed on the organization of labor activities at all stages of the organization of socially useful work. These pedagogical requirements are as follows: Pupils' labor activity should have a social and ideological content on a moral basis. These requirements for students' work are reflected in the fact that they work for the development of the country, the happiness of the people, and in the process of organizing their work, they try to put the interests of the community above their personal interests. In the process of organizing labor activities, students develop qualities such as dedication, endurance, patience, awareness, correctness, honesty, conscientious approach to work. It is expedient to explain to the students the benefit of the work performed or the person himself, as well as those around him or for the social society. Also, it is permissible to tell them that work of any content and scope will not be ineffective.

Having a collective nature of labor activity is an important pedagogical requirement. It is necessary to take into account the formation of social skills, mutual support and strengthening of friendship relations in the work of students. In work activities organized on the basis of a team, conditions are created for each student to work on the basis of a single goal. The student works independently and helps his friends. It is important that the responsibility of each student increases for the positive effect of team work.

Taking into account the ability of students when assigning work assignments. Assignments should always be in line with the student's strengths. It is necessary to replace them in work activities, to combine physical work with mental work or with rest, to introduce new elements into the work process, not to strain and tire students during the organization of work.

Achieving a systematic and planned labor activity Pupils' labor activity is planned for one academic year and recorded in the labor education curriculum and schedule. Systematization of socially useful work is appropriate in the form of transition from simple work to more complex work, as well as from work done in the classroom, at school, to

socially useful work outside of school. Systematic work activity of students leads to recognition of work by the student as a vital need and necessity, and the student develops skills and competence in this regard.

Acquisition of a creative nature of labor activity. This requirement is also considered an important pedagogical requirement. No matter what kind of work students are involved in, it is necessary to create ample conditions for achieving harmony of mental and physical work, for a creative approach to it. It is not correct to give guidance and advice to the student at every stage of the organization of work. On the contrary, when giving an assignment, it is necessary to explain how it is to be performed and, if necessary, demonstrate its completion, and in the process of work, it is necessary to create an opportunity for the student to think independently and make an independent decision. The student's work acquires a creative character when it is performed on the basis of the acquired experience, as well as on the basis of solving research tasks. It is in this situation that the student becomes interested, in which love for work determines the creative attitude. Technical and agricultural circles organized in schools and extra-curricular educational institutions are of particular importance in directing students to creative work. The activities of such clubs increase students' creativity in the field of technology and agriculture. If the requirements for the organization of students' labor activities are met in a mutually dependent manner, it will give positive results.

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